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ABSTRACT

This guidebook provides a step-by-step outline for developing a health education program in a local school district. (JD)

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A CONTINUOUS PATH TOWARD A SCHOOL HEALTH EDUCATION PROGRAM

WITH CONSIDERATIONS FOR ACHIEVING SUCCESS AT EACH STEP

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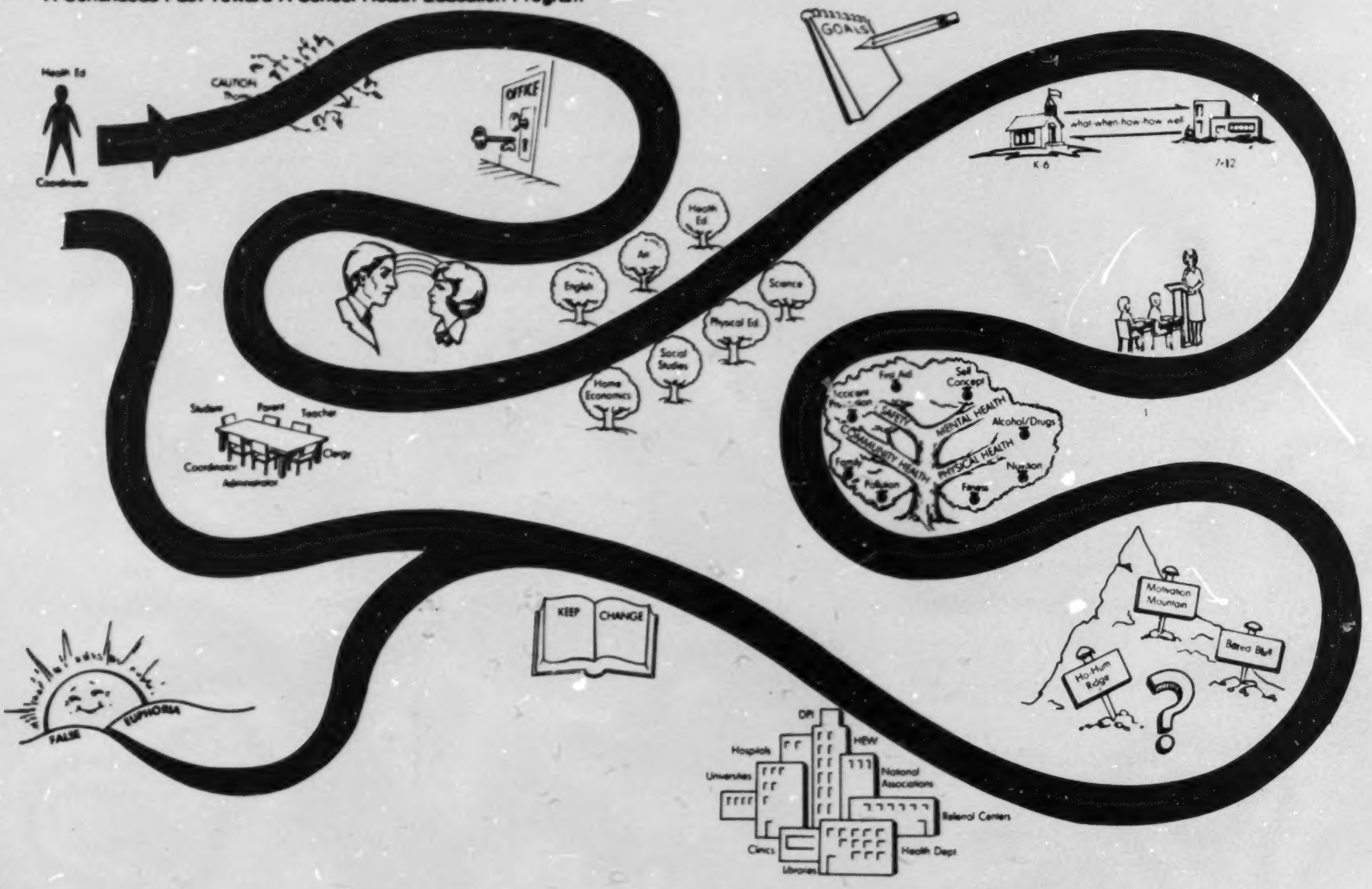
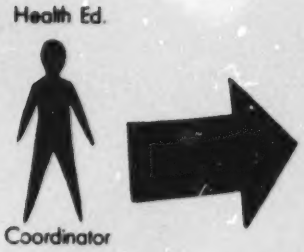
A Continuous Path Toward A School Health Education Program



CONSIDERATIONS FOR ACHIEVING SUCCESS AT EACH STEP ON A CONTINUOUS PATH TOWARD A SCHOOL HEALTH EDUCATION PROGRAM



START: HEALTH EDUCATION COORDINATOR

- Assess personal skills, strengths, and ideas concerning school health education
- Prepare proposed policy outline describing future direction for school health education
- Know and understand statutory requirements for school health education
- Document why school health education and what difference you believe it will make

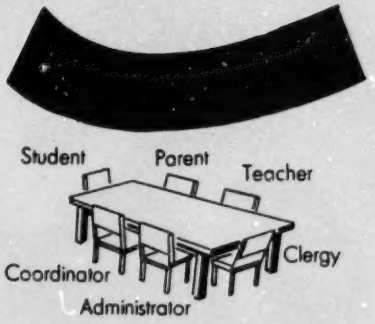
1. SECURE ADMINISTRATIVE AND SCHOOL BOARD SUPPORT
   - Clarify role and function of the school health education coordinator
   - Open two-way communication
     - Know chain of command
     - Expand listening skills
     - Plan continuous feedback
     - Present proposed outline for future school health education activities with documented support
     - Provide for total school/parent/community awareness and interaction
   - Secure fiscal support for total program
   - Justify adequate time to coordinate

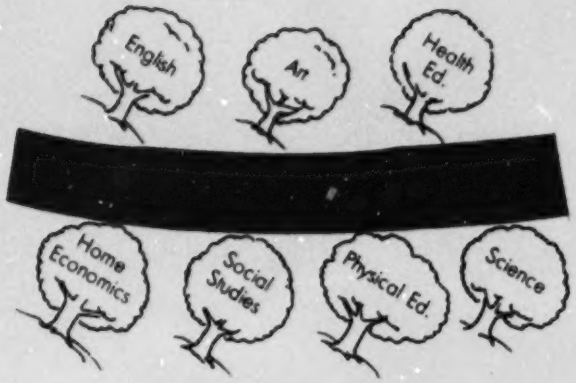
2. STATE WHAT YOU BELIEVE ABOUT SCHOOL HEALTH EDUCATION

- Prepare district philosophy with administrative and school board support
- Provide local definitions for:
  - Total health
  - School health education
  - Prevention of health problems

3. APPOINT A DISTRICT ADVISORY COUNCIL

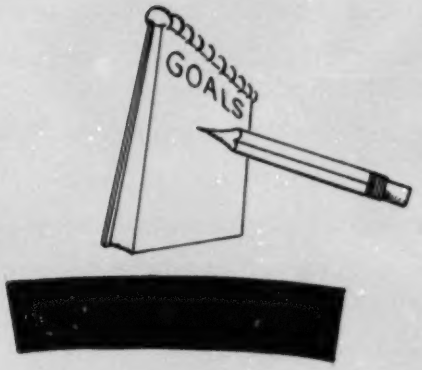
- Consider criteria to be used in selecting persons who may best represent the views of the total community concerning school health education
- Seek representation from students, community health agencies, voluntary groups, clergy, parents, administration, teachers, physicians, etc.
- Decide on a workable number for effectiveness
- Define role and function of an advisory council
- Identify special interests and strengths of individual council members
- Secure agreement on local philosophy, program goals, definitions, and perceived needs
- Establish a long and short term plan of action
- Prepare a plan for continuous two-way communication





4. ASSESS PRESENT K-12 HEALTH INSTRUCTION, IDENTIFY PROGRAM NEEDS AND PRIORITIES

- Conduct assessment in cooperation with the advisory council and other involved publics
- Identify what presently exists K-12 *(real)*
  - In the elementary curriculum K-6
  - In health education courses 7-12
  - In other subject areas including health units 7-12
- Determine what you would like to see K-12 *(ideal)*
- Determine program needs by identifying the difference between the *real* and *ideal*
- Realistically list program needs in order of priority considering budget, time, staff, etc.

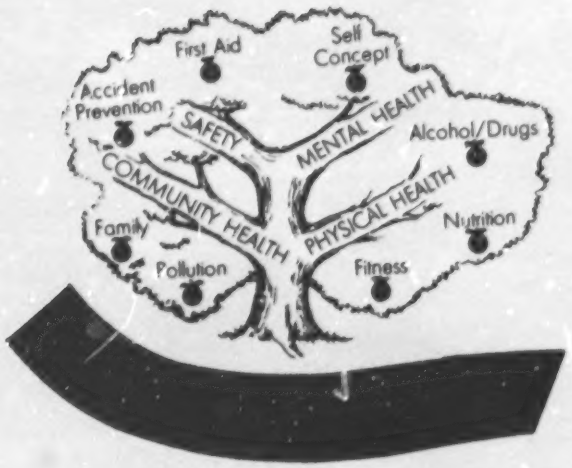


5. WRITE DISTRICT PROGRAM GOALS

- Develop goals which set forth realistic long-range program expectations
- Develop goals that reflect local philosophy, definitions, support, needs, and ability to deliver
- Develop goals that support and are consistent with Wisconsin's Goals for Elementary and Secondary Public Education

6. ESTABLISH K-6 AND 7-12 OBJECTIVES DESIGNED TO MEET YOUR GOALS
   - State objectives for each program goal in terms of needs and a realistic delivery system
   - Write objectives which:
     - Describe *what* the staff will do
     - Describe *when* and *why* the action will take place
     - Describe *how* it is to be done
     - Describe *how* it will be measured

7. IDENTIFY KEY STAFF TO DELIVER PROGRAM
   - Consider criteria to be used in selecting staff to deliver the program (i.e. teaching interest, competencies, etc.)
   - Consider all of the following persons:
     - Health Education Coordinator
     - Certified health education staff with supervisory responsibility
     - K-6 classroom teachers providing health instruction
     - 7-12 certified health teachers responsible for teaching specific health courses
     - 7-12 staff in other disciplines who include health units identified as part of the total health education program
     - Administrative staff with curricular leadership responsibilities (director of instruction, curriculum coordinator, principal, etc.)



8. SELECT CONTENT WITH SCOPE AND SEQUENCE K-12

- Outline K-12 scope and sequence identifying major health content areas to be included in the total program (i.e. physical health, mental health, community health, and safety)
- Identify key concepts or competencies under the major health content areas
- Identify topical areas to be included under selected concepts or competencies
- List performance indicators/objectives stated in terms of the learner (student) which describe:
  - *What* the student will do
  - *How* it is to be done
  - *Why* and *when* the action will take place
  - *How* it will be measured
- Develop learning activities designed to meet student performance indicators/objectives (i.e. lesson plans)

Note: Performance indicators/objectives must be realistic in terms of:

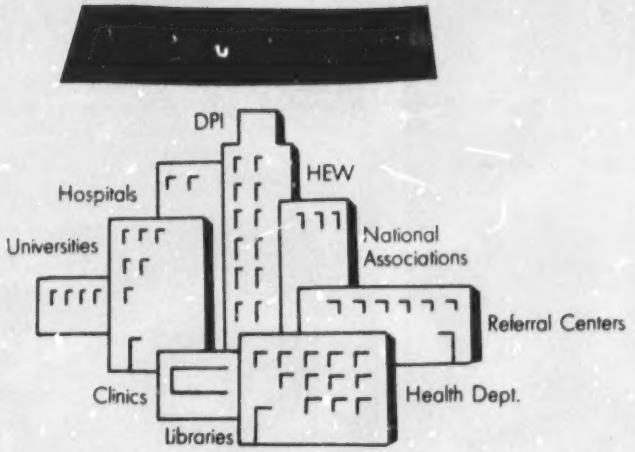
- Student growth and development
- Staff ability to deliver
- Principles of learning
- Class environment

9. DETERMINE HOW THE K-12 PROGRAM WILL BE BEST IMPLEMENTED

- Have we implemented a system of open two-way communication and coordination among all staff and appropriate others
  - Communicate the philosophy, goals, objectives, content, scope, sequence and expected student outcomes of the total program
- Have we considered inservice needs in cooperation with staff and appropriate others
- Can we plan and implement staff inservice programs based upon identified needs considering:
  - Time
  - Who will attend
  - Budget
  - Resources to be used
  - Contract
  - Immediate and long range feedback
  - Who will facilitate
  - Follow-up (what difference did it make)
- Is school health education a high priority within the entire school community

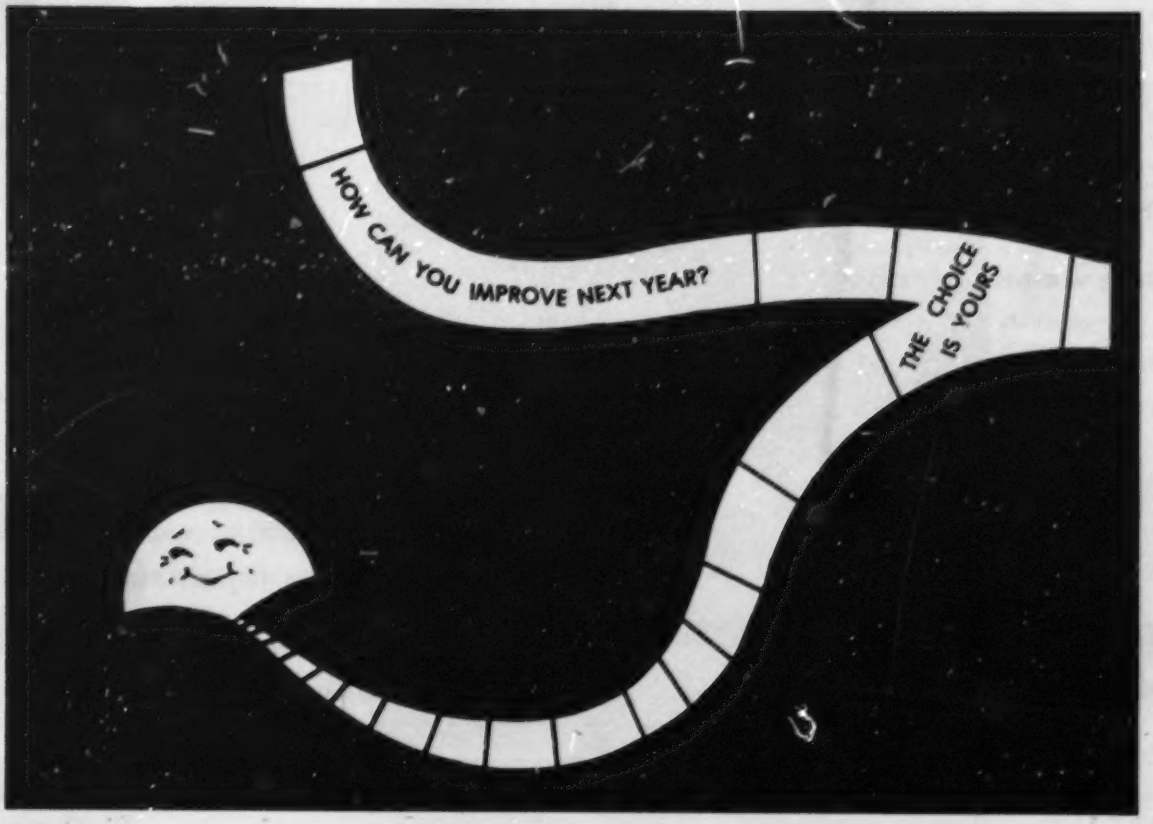
10. SCREEN AVAILABLE RESOURCES

- Identify people, printed and media resources which are readily available
- Assess staff resources based upon identified needs (i.e. curriculum guides, resource books, inservice facilitators, etc.)
  - Clarify purpose of using the resource
  - Check on the reliability of the resource
  - Determine if the resource is consistent with your philosophy, goals, objectives, etc.
- Assess student resources based upon needs, philosophy, goals, objectives, content, etc.
  - Clarify purpose of using the resource
  - Determine if the resource is consistent with your program's philosophy, etc.
  - Specify what you expect from a resource
  - Check on the reliability of the resource
  - Secure administrative support and approval
  - Evaluate student immediate and long range reaction and assessment



11. EVALUATE THE SUCCESS OF YOUR PROGRAM

- Design an evaluation process which is continuous and measures effectiveness of total program goals, objectives, staff and student performance
  - Develop monitoring procedures to check program objectives, student performance, etc.
  - When necessary alternative strategies are implemented
  - Coordinate the evaluation process K-12 to identify specific strengths and weaknesses
  - Include both subjective and objective measurements involving students, teachers, administrators, advisory committee, etc.
  - Decide if you should retrace your steps along the continuous path and revise some components
  - Consider pre and post-tests to determine pupil knowledge, interests, and attitudes and practices related to the health curriculum
  - Consider pupil self-evaluation of health status and practices
  - Consider teacher self-evaluation to assess instructional performance and curriculum relevance


HOW CAN YOU IMPROVE NEXT YEAR?
THE CHOICE IS YOURS

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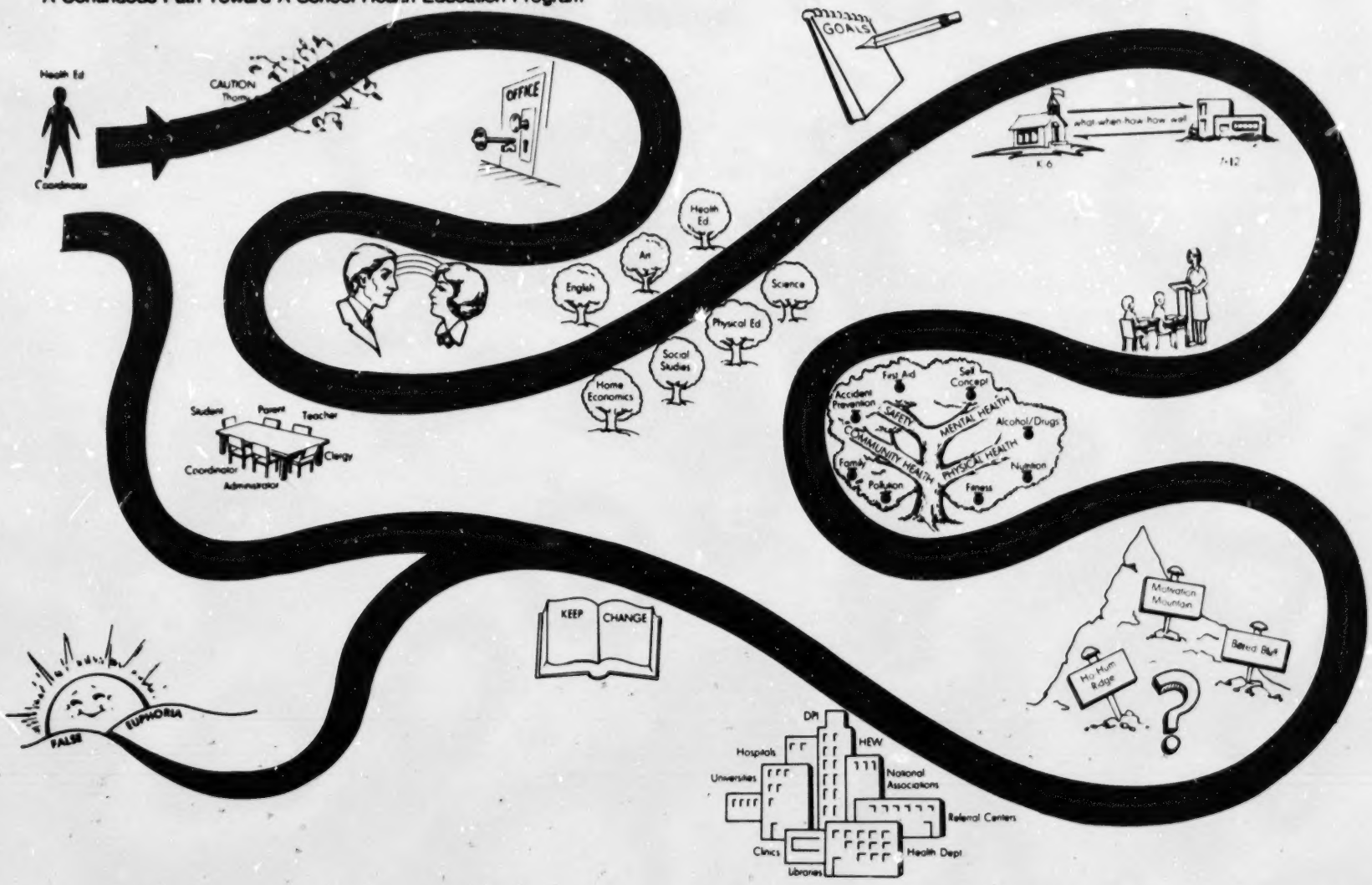

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